

- Title:** UTM postgraduate students' perspective on feedback practices in higher education
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- Abstract:** Assessment Feedback (AFB) is one of the most potent influences on student's learning and achievement as it enables postgraduate students to restructure understanding and develop powerful ideas to meet Higher Education (HE) standard. A focus on AFB practices among the lecturers from postgraduate students' perspective is pertinent in enhancing retention and completion of research studies. Thus, this prelim study investigates mean differences and interactions of AFB practices on three dimensions (Timeliness, Meaningfulness, Specificity) in relation to gender, Mode of Study and Field of Study. A sample of 37 postgraduate students who engaged in research studies in UTM was selected as respondents. Assessment Feedback Practices Inventory (AFBI) was analyzed using the Rasch Measurement Model for item reliability (.96). The data were analyzed using descriptive (mean and standard deviation) and inferential statistics (Spearman rho correlation coefficient). It was found that AFB practices were at the highest level for Meaningfulness ($M = 4.69$, $SD = .75$) followed by Timeliness ($M = 4.04$, $SD = .53$), and Specificity ($M = 3.88$, $SD = .55$). AFB forms practiced among lecturers resulted in verbal form ($M = 2.80$, $SD = 1.27$) being practiced more than the written form ($M = 2.48$, $SD = .63$). For the AFB preference, results showed that 81.1% of the students preferred the feedback in both, verbal and written form, whereas 10.8% prefers verbal, and 8.1% prefers written form. However, the results showed weak relationship between AFB and gender, Mode of Study and Field of Study. It is suggested that an assessment feedback manual should be developed.